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Liberal arts through a keyhole

E ducation and keys. They're as linked in our minds as spaghetti and meatballs. We almost can't think of one without the other. We speak of education as the key to something we value: self-improvement, self-fulfillment, social progress, the good life.

Many of us, perhaps most, take this key metaphor literally. Education becomes the key to an expensive car, a condo at the beach, a safe deposit box, a private club, and so on. It's the key to the keys.

Henry Levinson, an associate dean of the College of Arts and Sciences at UNCG, has given some thought to this notion and other popular justifications for a liberal arts education. He also shares with us his own justification. We study the liberal arts, he contends, because they're impractical. And in their impracticality lies their value.

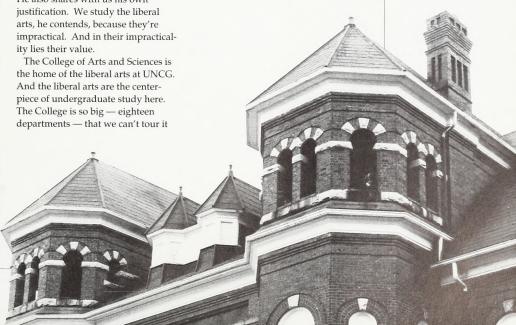
all. But we hope in this issue to show you enough so you'll get an idea of the nature of it.

Delia Sage recounts her experience in the College's Master of Arts in Liberal Studies program. To complete her degree, she studied a family legend.

Psychologist Russell Harter is accumulating data on children and reading with some startling implications.

Novelist, short story writer, essayist, and poet Fred Chappell's new book of poems, *First and Last Words*, was published recently. We've reprinted two of the poems in the volume for you.

And there's more...



Liberal education AS A BLUE CHIP STOCK

Assessing the value

by Henry Levinson

hat are you doing here? I ask this question of my students all the time and the most usual response that I get amounts to something along these lines: I am here to make something of myself. If I push a little more, my students may say: I mean I'm here because I want to get a better job. I want to be a nurse or I want to be a dental assistant or I want to be a chemist or I want to be a chemist or I want to be a manager in a business.

Let's call this kind of student self-understanding "utilitarian individualism." This self-under-

Dr. Henry Levinson is associate dean of the College of Arts and Sciences. standing goes very deep in American civilization. Its patron saint is Benjamin Franklin whose *Autobiography* presented a secular version of John Bunyan's *Pilgrim's Progress*, and provides a very influential example of how a young person, though poor, attains success by working hard and making careful calculations.

Now the interesting thing is that college has come to play a prominent role in this sort of story only recently. Before the Second World War, very few people went to college to get a better job. In part, this was because very few people went to college at all. But in part, it was because there were more efficient ways to get a better job than by going to college. The most efficient ways involved learning the right skills from the people who already had them, and those people did not teach college. A young person did not acquire career skills by going to college but by getting to work right away. This was especially the case when a career depended in hardly any way on an understanding of American history, or of European, British, or American literature, or of the other arts and sciences.

While most careers did not require a college education in any substantive sense, after 1900 the general expectation was that people who wanted to become professionals, that is, doctors, lawyers, or ministers, would normally become college-educated first. But this had as much to do with the fact that professionals were expected to be public servants as anything else. Public service, so it was thought, demanded certain disciplines that college offered: it demanded a deep and intimate knowledge of the past, an ability to know good people when you saw them, a clear sense of the public good, an ability to read very critically, write with style, and speak considerately and persuasively, the skills with which to investigate events and come to informed judgments, and finally, an intimate knowledge of the variety of ways in which creatures of our kind had answered the question, What makes life worth living? Public service, in a word, demanded the disciplines of human excellence.

But what are you doing here, I then ask. What are you doing at college if, as you say, you are here, to get a better job? We no longer limit the notion of the professions to divinity, medicine, and law everything now counts under a certain condition, hairdressing and all. And it no longer goes without saying that being professional amounts to serving the public good or being a public servant. Being a professional — a professional hairdresser, pedicurist, attorney, or physician now means being certified by a relevant set of officials or offices. And some (though not all) professions currently require, among other things, the certificate we call a college diploma.

So you say, some of you, that you will play this game, obey the rules, and do what "they" tell you that you have to do in order to get your certificate - your certification to go on to get further certification to get the better job you want. On this model, you take courses in the liberal arts because they satisfy requirements for certification. The substance of what you learn in these courses is trivial: the criterion for evaluating them and their teachers is not the discipline(s) they give you, or the understanding they permit, but whether they were entertaining, whether they competed

adequately with your favorite television shows, whether you liked them, whether they made you feel good.

But no, some of you may say, I do not fit this model of utilitarian individualism. I think, you may say, that there is a lot more to college than certification, there is even a lot more to the academic part of college life than job certification. Here we may encounter my second answer to the question, What are you doing here?

Look, some students say, it is true that I am here to make something of myself as an individual, but I do not identify myself with my career or the job I am going to get sometime. At least not that alone. College gives me the training I need to express myself, to discover who I really am. College gives me the time and the opportunities to make myself significant.

This is the model that we can call the model of Romantic individualism. Like our first model it answers my question — What are you doing here? - by focusing on how college functions for individuals. Like the model of utilitarian individualism, this selfunderstanding pictures academic work as realistic, as a way of making certain moves and achieving certain conditions that make realistic differences for individuals. I am here rather than, say, at a community college because I want to cultivate myself.

Here the patron saint is not Benjamin Franklin, but Ralph Waldo Emerson or Henry David Thoreau or Walt Whitman. Like Franklin, these figures exemplify the tendency in American culture to organize life for the sake of personal success. But unlike Franklin, their notion of individual, personal success or realization has little to do with settling into a career that brings wealth and power.

For them, self-realization is the aim, but that means free self-expression, not material gain per se. Like utilitarian individualists, Romantic individualists see self-interest at the heart of college life, but self-interest means something different to them. Here it means something like the achievement of personal excellence. The goal is not to do what it takes to get certified for a job that will bring material rewards and comfort.

Here Emerson's essay on selfreliance is a virtual manifesto of self-realization or, what amounts to the same thing for him, intellectual and spiritual independence. Thus he wrote, "The highest merit we ascribe to Moses, Plato, and Milton is that they set at naught books and traditions, and spoke not what men do but what they thought. A man should learn to detect and watch that gleam of light which flashes across his mind from within, more than the lustre of the firmament of bards and sages."

For Romantic individualists like Emerson, the crucial human task is for each individual to identify his own soul, that is, to identify and express the talents and character that make up his unique life and, thereby, make the world more excellent. Emerson assumes that his readers accept his own confidence in the individual soul: "Trust thyself: every heart vibrates to that iron string."

So what are you doing here if you are a Romantic individualist and think you are here to realize yourself, Emerson-style? What do courses in the liberal arts have to do with identifying and achieving your own creative excellence? To realize your self, Emerson says,

"So why listen to one lecture rather than another? In fact, why listen to any lecture at all?"

you must walk on your own feet, work with your own hands, speak your own mind.

On this model, courses in the liberal arts which demand that you study the past, recognize the achievements of others, and listen to others speaking their minds, may be significant. But if they are significant, it is because they inspire you to make something of yourself in the present, achieve your own sense of excellence, and speak your own mind. This is the case because for the Romantic individualist, the self is the main form of reality and self-realization is, therefore, the basic form of realization.

Of course, on this model, what is taught and by whom remains fairly trivial. The whole idea of Romantic self-realization, of finding oneself as the key to value or significance, privileges individual autonomy, self-sufficiency, and moral as well as spiritual independence, in the same breath that it discounts social obligations, personal indebtedness, and traditional canons of authority. So why listen to one lecture rather than another? In fact, why listen to any lecture at all?

So perhaps, then, Marxists are right. Marxists — and for that matter many realistic economists in the Western capitalist nations other than Marxists — would say that both of the models for understanding what you are doing here—the models of utilitarian individualism and of expressive or Romantic individualism — are false. They are not only false. They are ways of conceiving ourselves

that have been instilled in us in order to hide us from certain fundamental realities.

We have been trained to believe that we can make something of ourselves as individuals, that we have fundamental control over our lives and destinies, that we can as individuals, decide what we are going to do and who we are going to be. But this is, in fact, a smoke screen, fragrant enough to seduce us into believing that our lives have personal significance, but thick enough to mystify us and to keep us from realizing the economic and social forces that control our lives and force us to slog along the way we do.

Something realistic is going on at college, in this view of things, but not self-realization. To the contrary, you are here to be pressed into the service of the consumer capitalist economy which governs your life. College is the institution which funnels children into active economic roles.

Marxists argue that what you think is sheer coincidence and a matter of personal desire is more or less determined by economic forces, that you are here to be made into something, not to make something of yourself. In this view, the ways in which you can hope to express yourself and satisfy your desires are set by the marketplace into which you were born.

When Marx said that "life determines consciousness," not the other way around, he was simply pointing out that your conscious choices are limited by the options that are available to you, and that those options are determined — not by yourself, but by the demands of the particular sort of economy you were born into. In this view, college articulates the options, funnels you into one or

the other of them, and greases the skids by singing the glories of the culture, really the market economy, by which you will be used.

I think the Marxist model for understanding what you are doing here has more explanatory force than either of the individualist models I have suggested. But there is one more model I want to offer. It is a model suggested, in part, by the essay by William James entitled "A Certain Blindness in Human Beings."

In the essay, James wants to diagnose a kind of "blindness" that we all tend to have. He says he wants to diagnose the blindness with which we are all afflicted in regard to the feelings of creatures and people different from ourselves. Many beliefs about others who are different, he says, suffer from stupidity and injustice because of this blindness. Even so, the blindness is normal.

Because humans are practical beings, James argues, "each is bound to feel intensely the importance of his own duties and the significance of the situations that call them forth. But this feeling is, in each of us, a vital secret, for sympathy with which we vainly look to others. The others are too much absorbed in their own vital secrets to take an interest in ours." So long as a person sticks to his own personal responsibilities and duties, his ability to understand what makes life worth living for others is undercut.

The world of practical responsibilities and duties makes people blind and dead to the hopes and dreams and wants and desires and ideals of others who are different. But, James argued, this blindness has a cure. If practical responsibilities cause the disease, practical irresponsibility may cure it. James said that if the clamor of our own

"It does not, first and foremost, show them their personal worth ..."

practical interests makes us blind and dead to all other things, then it is necessary to become "worthless as a practical being" in order to become humane. This is the function of liberal education.

Liberal education is liberal because it knocks old selves off balance. It is liberal because it has a liberating function - it liberates people from the confines of their practical identities and from the incessant drive to realize the self. On this model, the aim of a liberal education is to become humane. not just to realize the self, and not to rationalize this or that economy. This aim is accomplished through the development of habits or disciplines of mind, habits or disciplines we call the humanities because without them we remain blind to virtually everything and everyone but ourselves or the things that we happen to identify with.

In my view, liberal education is and should be socially marginal. Liberal education is socially indispensible because it gives every generation the disciplines required to recognize the promise and the problems, the conditions and the qualities, that bond individuals together in the human community, no matter how alien people practically seem.

But it is socially dangerous, disturbing, or threatening because it tears young people away, imaginatively anyhow, from the realistic social structures of authority that have shaped their identities — their families, churches, states, nations, and cultures. It teaches them to imagine how

things are different for others and to appreciate other people, other families, other religions, other states, other nations, and other cultures.

It does not, first and foremost, show them their personal worth, but a world of values that have existed and that have been pursued quite apart from the wants and needs and desires they now happen to have. In this sense liberal education is an exercise in mind-stretching, or it is just not liberal.

It is impractical or even practically irresponsible, a play of imagination rather than a preparation for work, an appreciation of human finitude, a celebration of human joys, and a dramatic warning of the things that have impeded those joys, or it simply is not education. It is a chance to experience humanity, a chance to become disciplined in humane ways, a chance that most people never get, that many people never care to take, and that, in all probability, you will only have once. Don't miss it.

The College of Arts and Sciences

The College is composed of eighteen departments: anthropology, art, biology, chemistry, classical studies, communication and theatre, English, geography, German and Russian, history, mathematics, philosophy, physics and astronomy, political science, psychology, religious studies, Romance languages, and sociology

- Twelve programs in interdepartmental studies
- Residential College offers two-year program for freshmen and sophomores
- Honors Program offers highly qualified students the opportunity to study together
- Basic undergraduate degree offered is bachelor of arts

Joanne V. Creighton

- Dean and Professor of English, College of Arts and Sciences
- Author of three books, William Faulkner's Craft of Revision, Joyce Carol Oates, and Margaret Drabble, and at work on another book on Joyce Carol Oates
- Former special assistant to the provost for the humanities and professor of English, Wayne State University
- Former associate dean of the College of Liberal Arts at Wayne State University
- Awarded Hart Fellowship for Studies in English, London
- BA with Honors, The University of Wisconsin; MA, English and education, Harvard University; PhD, The University of Michigan



Joanne Creighton

Great-great grandmother's jottings

by Delia Lake Lomax Sage '88 MALS

On a recent trip through time that focused on my mother's trunk of family artifacts, I gently cradled in my hand a small pin cushion of red and green plaid fabric. Attached to this relic was a note from my grandmother speculating that the cloth had belonged to her ancestor, Aurelia Weeks Smith, who created it on the loom at her mother's and stepfather's farm in Sheldon, Vermont.

A chill crept up my spine as I realized that I had made a physical link to the life of the woman I had been studying for the last year through her unpublished hundred-year-old autobiography. Though I had handled the pin cushion before, my excitement was the result of a new perspective that has been growing inside me for the last four years. A perspective that was nurtured and brought to being through a new program at UNCG, the Master of Arts in Liberal Studies.

Unlike many rigidly defined and specialized master's programs, the Master of Arts in Liberal Studies is an interdisciplinary program designed to link the social sciences, natural sciences, and humanities. A student takes core courses in these three areas and then designs the rest of the degree requirements with courses in a particular area of interest. The program culminates with a thesis project.



Delia Sage

After a couple of aborted attempts to pursue a degree beyond my undergraduate experience, I learned of plans to initiate a Master of Arts in Liberal Studies program at UNCG. I was directed to Dr. Janet Gunn in the religious studies department who encouraged me to begin course work the next semester.

I had always enjoyed reading autobiographies and discovered through Dr. Gunn that there was a relatively new area of intellectual discourse centering around this often misunderstood form of writing. Autobiography has been used in the discussion of history and literature, but often at a supplementary or secondary level of concern. About thirty years ago, interest developed in autobiography as a distinct form of literature. Since then, many ideas have been thrashed out in an attempt to pinpoint a universal understanding of autobiography.

Recent feminist publications reveal an attempt to understand the development of women's consciousness throughout history. Often discouraged by available information because of the male bias they perceived in their sources, these feminists were drawn to the autobiographies, diaries, and journals of women. These documents have often been discarded as unimportant, uninteresting, and unsophisticated when placed in the realm of traditional literary standards.

Through the efforts of these women comparison now can be made between traditional understanding of autobiography and a feminist point of view. The traditional or male-oriented understanding of the past as reflected in autobiographies is centered around heroics, abstractions,

Delia Sage of Greensboro recently earned a master of arts in liberal studies at UNCG.

political systems, and human endeavor. Women's history, through a woman's eyes, displays other characteristics. The woman's life that emulates from autobiography is personal, concrete, rhythmic, and body-grounded. This feminine essence drifts alongside her counterpart's interpretation of life which is the abstract, linear collection of heroic feats; however. a woman appears to slide back and forth between these two interpretations of life which results in the sometimes disorderly and confusing reflections she presents in her autobiographies.

Autobiography proved to be the ideal subject for me in pursuing a Master of Arts in Liberal Studies degree. Autobiography brings together threads of understanding from several fields. It is a layman's form of psychology. One is very much aware of the self and its relationship to a life lived. A wealth of detail is often shared about the period in which an autobiography is written. Autobiography reflects a sociological perspective; that is, we interpret an autobiography within the context of the author's and the reader's social structures. Political concerns can surface as the reader places the author within a political paradigm. Finally, a literary analysis focuses on the way in which autobiographies are written, specifically the language used to express all of the other aspects of autobiography.

My journey through graduate school took me back to an unpublished autobiography written by my great-great-great grandmother in the latter part of the nineteenth century. My studies had taken me full circle to my own past, but this time I would view my family history with a new sense of understanding.



Aurelia Weeks Smith

I recognized that I would be analyzing Aurelia Weeks Smith from an intellectual point of view, and I would be looking at her as my ancestor. To keep these views separate, I wrote an introduction to the autobiography to provide a framework which would broaden the understanding of Aurelia's document for the twentiethcentury reader. I then reproduced the autobiography in an edited version providing notes to explain places, names, and other clarifying information. The finished thesis explains how Aurelia Weeks Smith represents a "female signature" to a nineteenth-century life.

Aurelia Weeks Smith was born August 26, 1810, to a recently widowed mother of four on a Vermont farm. She died April 26, 1893, in comfortable circumstances in Conneaut, Ohio. Her life spanned most of the nineteenth century, an extremely dynamic period. She and her family were actively engaged in settling and sculpting the Ohio frontier.

They reflected the shifting attitudes concerning alcohol, slavery, and religion. They were involved in the underground railroad, helping slaves escape to Canada. One son was a member of a cannon crew in the Union army in the Civil War. Another was a successful businessman and mayor of Conneaut for three terms. He brought many modernizing aspects to the community while being very involved in local politics.

Famous people of the age touched Aurelia's life. Some of these included Benjamin F. Wade, who was active in state and national politics and the abolition of slavery; Ulysses S. Grant, who visited Aurelia's family when he was president of the United States; and Ida Tarbell, an outspoken activist of social and women's concerns who was a close friend of Aurelia's oldest granddaughter.

Yet when Aurelia decided to reflect on her life and record her story for posterity, she chose not to dwell on any of the familiar people or matters of history. Instead she created a story that remained close to her female essence. She talked of love, of strong moral character, and of death. As the men of her family were pursuing economic and political dreams, Aurelia was creating the moral fiber of mankind. She was planting seeds for posterity.

Aurelia's autobiography begins with a detailed description of her early years in Vermont and Canada. A five-day sleigh ride to Canada to live with relatives was spoiled by motion sickness; a fivemile walk through the snow wearing cloth shoes was remembered as a humorous event; and the death of one of her twin brothers by impalement on a tree branch was a sad and moving experience. These are some of the events that Aurelia reconstructs for her readers which give a clear picture of the life she lived in the

early part of the nineteenth century.

Within this descriptive narrative surfaces the threads of Aurelia's nineteenth-century female signature. Anecdotes explaining her attitude toward religion, morality, and temperance appear throughout the autobiography which demonstrate her expectations of a female identity and confirm her fulfillment of these standards.

Aurelia's life moved swiftly in her autobiography. She met her future husband, Plin, at a gathering of young people in a neighbor's home. She sketches a delightful love story of their courtship and marriage. Then she and Plin decided to move to the sparsely settled Western Reserve of northeastern Ohio. This decision was reached not only because of the potential to attain wealth, but also because an uncle of Plin's was already there. The wilderness of the Western Reserve was tamed by a family network that thickened over a period of sixty years.

Aurelia flies over the births of her eleven children and the chores that resulted from the responsibility of raising them. It is not until two sets of circumstances occur that Aurelia settles down to the task of putting her life in perspective with society and her Maker. First. Aurelia's husband sells the beloved farm that the two of them built from the forest; then several of their grown children die. The remainder of her autobiography deals with justifying her life within the temperate, moral, and religious standards she has accepted.

Aurelia's life is still mostly a mystery to us. There is little public record that indicates her daily "This category of autobiography does not fit into the mainstream of the heroic and politically oriented history that is traditionally expressed in self-reflective literature."

activities and accomplishments. Memory of her has faded from family consciousness as her descendants focused on the successes and failures of the more colorful loves of her children and grandchildren. Even the original handwritten autobiography has disappeared. Had it not been for the foresight of a granddaughter to type a copy in the early part of this century, Aurelia's pioneer tale would have been reduced to a few sentences in some out-of-print Ohio history books.

It is now a hundred years since Aurelia Weeks Smith completed her life story. Incorrect spelling and grammar, the shifting and sometimes confusing manner of her writing, and the scattered anecdotes used to illustrate her beliefs reflect what are now considered characteristics of a female understanding of the self. This category of autobiography does not fit into the mainstream of the heroic and politically oriented history that is traditionally expressed in self-reflective literature. Aurelia's autobiography displays a character that is personal, concrete, and shifting in disposition. Her approach is synonymous with the rhythms of nature, focusing on birth, life, and death. She forms a natural tension with the maleoriented desire to battle and conquer natural forces.

My mission in the MALS program was to find a topic and structure a course of study that would help me to discover connections in a world that is becoming increasingly narrow in its approach to intellectual discourse. My journey led me to a literary and historical analysis of autobiography which allowed me to look beyond the traditional limits of debate. It has been an added pleasure to take a look beyond the traditional study of autobiography by viewing my ancestor's document through a gendered point of view. I discovered a more profound meaning to the life of a woman who helped form the moral fiber of nineteenth-century America. From an analysis of Aurelia Weeks Smith's autobiography, I have lifted my own pioneering spirit into the wilderness of knowledge.

Children who are poor readers may compensate with other abilities



by Steve Gilliam

P sychologist Russell Harter is engaged in one of the first long-term studies of the brain processes involved in learning to read. The data accumulated so far suggests something pretty astounding — children who are poor readers seem to compensate with superior abilities in other areas. A poor reader may have unusually good spatial ability or mechanical aptitude.

This is consistent with the idea that a child should never be classified as abnormal simply because he or she has a weakness in one area. This weakness may be coupled with a superior ability in another. The use, then, of terms like" reading deficit" or "reading disorder" is often misleading in Dr. Harter's view.

"A child has to develop prerequisite neural abilities to learn to read," Dr. Harter says. "These include the ability to discriminate patterns and orientation, to control movement of the eyes, to sustain attention. It's a gross oversimplification to assume that these occur in all children at any one age."

Dr. Harter has encountered differences in some brain functions between school-aged children who read normally and those with reading problems. According to the brain activity, poor readers had a harder time picking out black shapes and letters on a field of white, and telling the difference between black letters and other black shapes. Yet they could see

shapes better in their peripheral vision. This may be evidence of a reorganization allowing another brain function to develop more.

Much of Dr. Harter's work focuses on brain responses that indicate the level at which the brain is able to pay attention to reading-related activities. Seven different experiments gauge brain activity in different kinds of reading-related functions. All tests are in a format similar to video games. Super-sensitive, though harmless, electrodes are put on the surface of the scalp to measure the brain's electrophysiological activity. The impulses are amplified, then recorded and analyzed by computer.

These impulses may be a key to developing methods of predicting problems that children will have in learning to read.

"If brain responses could be used to differentiate children as having a problem with attention as compared to a problem with reading per se, that would be very important," Dr. Harter said. "Our data are suggestive enough now that I think we will be able to develop the norms for a useful classification system.

"Such a system would be a predictor of how well a child might read and his or her ability to attend, or focus attention. Right now, it's misleading to say of children, 'Either they can read or they can't.' Our findings indicate that there is a whole continuum of underlying brain processes that are associated with reading problems."

Dr. Harter's research is funded through 1991 by a grant of \$750,000 from the National Institute of Neurological and Communicative Diseases and Stroke. He has been examining the development of skills and brain processes time picking out black shapes and letters on a field letters and telling the letters and other black shapes.

involved in reading. Massive amounts of data are recorded in his research, with over two million brain responses recorded in each testing session with a child.

The project is designed to follow as many as 300 children from kindergarten through the fourth grade. Such a long-term study may reveal how reading skills and attention develop during the period children are learning to read.

"A number of very basic skills have to be developed before you can even talk about a child learning to read," Dr. Harter said.
"We're not actually measuring the reading ability of children, but those basic abilities that have to be present for reading to be facilitated."

Dr. Harter has done extensive research on relating the activity of the human brain to perception, vision, and information processing. He began his study on brain function and reading problems in 1983 with a \$260,00 grant from the National Institutes of Health.



Steve Gilliam is assistant director of the Office of Information Services at UNCG. Dr. Russell Harter is a professor of psychology at UNCG



Chancellor Moran was among the readers.

The Plague of Arts and Sciences

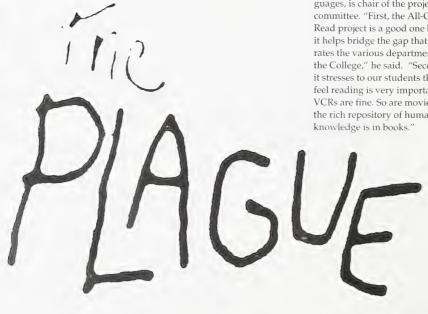
The plot was hatched in Foust. There were consultations. Then Dean Joanne Creighton gave the go-ahead.

It was an overt operation. The College of Arts and Sciences deliberately spread The Plague across campus.

As a result, more than 3,000 students and nearly 300 faculty in eighteen departments were siezed this spring with a compulsion to read and talk about the novel written by Albert Camus.

Code-named the "All-College Read," the strategy was to promote a sense of unity in the College through a shared undertaking. The novel was read aloud in Elliott University Center.

Dr. Mark Smith-Soto, head of the department of Romance languages, is chair of the project committee. "First, the All-College Read project is a good one because it helps bridge the gap that separates the various departments in the College," he said. "Secondly, it stresses to our students that we feel reading is very important. VCRs are fine. So are movies. But the rich repository of human



This Center will be in the middle

Unlike most college centers that remain peripheral to the life of the school, the new Center for Critical Inquiry in the Liberal Arts will be central, promises Joanne Creighton.

With tangible support from the National Endowment for the Humanities — a \$125,000 grant for pilot programs — and the enthusiasm and determination of the dean and her faculty, College planning for the new center already has helped focus and strengthen the University's aspiration to offer undergraduates the very best liberal arts education in the state.

The Center for Critical Inquiry will house the College core curriculum. It will encourage research and conversation across disciplines and with the public. And it will fully integrate interdisciplinary programs — women's studies, black studies, and international studies — into the life of the College. Two postdoctoral Fellows in Western Culture will join the College next year to teach in a new freshman seminar program and to participate in a seminar for College faculty.

In addition to the All-College Read, the College this year sponsored the Liberal Arts Forum, an annual lecture series to promote critical inquiry. Among the distinguished scholars participating in the forum was Gerald Graff, a literary theorist who has challenged the academy to consider the consequences of professional specialization. Graff has a keen interest in the Center for Critical Inquiry and will be a visiting distinguished professor at UNCG next year.

Winter issue of Review breaks ice nationwide

The Winter 1987-88 issue of *The Greensboro Review* was a block-buster. It made waves across the country. Four stories in it have been selected for national publication in distinguished annual short story anthologies.

The MFA Writing Program in the English department publishes the quarterly.

Prize Stories 1989: The O. Henry Awards chose two stories from the Review. They have been included in the book, published by Doubleday, as among the twenty best short stories of the year. The Greensboro Review and The New Yorker were the only publications to have two stories selected.

The Review stories were
"Unstable Ground" by Ellen
Herman of Los Angeles, and
"History" by Frances Sherwood of
South Bend, Indiana.

A third story, "Kubuku Rides (This Is It)," by Larry Brown of Oxford, Mississippi, was selected for *The Best Short Stories of 1989*. Margaret Atwood was guest editor of this anthology.

In addition, "Cowboys" by Fenton Johnson of San Francisco was selected for *The Best of the West* 1989, an annual anthology of short stories set in the West.

Jim Clark '78 MFA, coordinator of the MFA program, is editor of *The Greensboro Review*. Cathy Carr '87 MFA, managing editor of the *Review*, was the fiction editor of the prize-winning issue.



Two poems by Fred Chappell

Fred Chappell is an Excellence Foundation professor of English at UNCG who also holds the Burlington Industries professorship. These poems are from First and Last Words, a collection published recently by Louisiana State University Press.



The Reader

for Helene

Beside the floor lamp that has companioned her For decades, in her Boston rocking chair, Her body asks a painful question of the books. Her fingers are so smooth and white They reflect the pages; a light The color of cool linen bathes her hands. The books read into her long through the night.

There is a book that opens her like a fan: and so She sees herself, her life, in delicate painted scenes Displayed between the ivory ribs that may close up The way she claps the book shut when she's through The story that has no end but cannot longer go. It doesn't matter what the story means; Better if it has no meaning — or just enough For her to say the sentence that she likes to say: Why do these strange folks do the way they do?

And yet they comfort her, being all
That she could never be nor wish to be;
They bring the world — or some outlook of its soul —
Into her small apartment that is cozy
As the huddling place of an animal
No one is yet aware of, living in
A secret corner of a secret continent,
An animal that watches, wonders, while the moon
Rides eastward and the sun comes up again
Over a forest deep as an ocean and as green.

Bee

The house is changed where death has come, as the rose is changed by the visit of the bee and his freight of pollen. The house is opened to the mercies of strangers to whom the dead father is presented like a delectable veal, for whom the linens are unearthed and spread to air, the whiskies decanted.

Survivors gossip their last respects: a bumble of voices in the living room like the drowse of music around the white hive busy in the sunny field.

In the breathless upstairs bedroom,
one lost bee
crawls the pane behind the glass curtain,
searching to enter that field and all its clovers.

Steeped in the Tea House



"The perfect site would be the Guilford Hall plot."

by Dr. Richard Bardolph

n February 8, 1938, Clara Booth Byrd '13, '80 LLD (Hon)-by that time in her sixteenth year as Alumnae Secretary—sat at her desk in the splendidly new Alumnae House. The building, the fruit of fifteen years of struggle and threatened hopes, had been triumphantly dedicated at the 1937 Commencement. Now Miss Byrd addressed herself to the business of writing a letter to President Emeritus Iulius Foust (he had retired in 1934) primarily to recount the difficulties she was encountering in finding funds to purchase a Steinway concert grand piano for the House, and to tell him once more how much she appreciated his help in past years, "making it possible for me to accomplish whatever I may have

"Looking back," she said, "I remember how often I would pray to the Lord to help me in the problems that would arise and in accomplishing something for the College in my work. But when I came to analyze my prayers I found I rather always expected you to do the answering. I never had any doubt whatever as to your power and willingness to see us alumnae through."

In the Spring 1988 article in this series, we took note of the beginning of what was to prove an unsuccessful first effort to realize the dream of an Alumnae Home. After purchasing (with \$50,000 in borrowed money) the land on "Teague Field" where the modern Curry Building now stands—a site which in those days lay just outside the campus, on the south side of Spring Garden Street just opposite the campus's main entrance—the Alumnae had begun construction of the first segment of

what was planned as a large twostory building, closely duplicating the outward appearance of the recently erected Anna Howard Shaw Dormitory.

With something less than perspicuous vision the Alumnae Board of Directors contemplated a structure "to cost not less than \$100,000 [containing]...alumnae guest rooms, suites and rooms to rent to faculty members, an up-todate cafeteria, and a club room where clubs from town might hold sessions or joint meetings with Alumnae groups." The particular emphasis on supplying faculty housing was grounded on real need. The campus was, in fact, still somewhat isolated on the outskirts of Greensboro, and adequate residences for the faculty were as yet in short supply.

The plan for incorporating a cafeteria in the projected alumnae

building also seemed reasonable at the time, supplying, it was hoped, not only a convenient service to faculty and students but also funds for working off current debt and providing continuing income for the projected structure as it proceeded from one stage to the next. Indeed, the Association was eager to get the cafeteria under way as a first installment on the building because it was understood that private investors were planning to establish a cafeteria on the edge of the campus to capture the very trade that the Association was hoping to preempt.

A new element entered the story of the Alumnae Association's brief interest in faculty housing when Clara Byrd was appointed as alumnae secretary in 1922. A graduate of the class of 1913, she had been for some years an aide to Mr. Forney, an assistant cashier in the business office, and an instructor in the commercial curriculum. Almost immediately after her assumption of the duties of Alumnae Secretary she was invited to attend the annual session of the American Alumni Council in Cleveland, OH, where, at Dr. Foust's urging, she made a point of learning as much as possible about the interior dynamics of alumnae associations across the land. She came back to Greensboro as a member of the Council's Board of Directors, and thereafter kept herself closely informed of its progress and publications, and later served the Council in several official capacities.

She quickly concluded that the College's alumnae group should model itself on successful associations in leading colleges and universities elsewhere. And, more to our immediate point, her conception of an alumnae home's function promptly disengaged itself from such programs as food service and faculty residences. The ill-starred experiment in cafeteria operation had, in fact, even before it began functioning, been scaled down to more modest plans for a Tea House because it had at once become apparent that too few faculty and students were interested in taking their meals there.

Miss Byrd shared her misgivings with President Foust and found him sympathetic. The hard facts were that the Tea House, though tastefully appointed and frugally managed, was barely making ends meet and that the relatively small number of alumnae who were sending in their annual \$1 dues were not responding to the fledgling alumnae office's (it was a mere corner in one of Main Building's offices) request for pledges of continued financial support. It could hardly have been otherwise. The typical alumna, if she was employed, was in almost every case teaching in the common schools for \$70 or less per month, perhaps for only six months a year. And if she was married, the public pieties forbade her to be "gainfully employed." In fact the Alumnae Association was in the early 1920s still a mere loose confederation of less than forty county chapters, which could muster little more than annual meetings. Even these were sparsely attended, to no one's surprise, for a county stretched over a wider area than could be conveniently traversed by overworked, underpaid schoolteachers for an evening meeting.

Another consideration dominated Miss Byrd's secret imaginings in her early years as Secretary. The old rambling wooden Guilford Hall, serving at various times as dormitory or practice school, an incongruity on the campus when it was first erected in 1893 and now a deteriorating derelict thirty years after, must sooner or later certainly be replaced. It turned out to be later, for it managed to survive

until 1935. She had little difficulty persuading Foust-if indeed he needed to be persuaded—and in convincing most of the members of the Alumnae Board that the initial alumnae home project had been a mistake. The perfect site would be the Guilford Hall plot. The Tea House segment of the building already under way must be abandoned and a far more appropriate alumnae building be established on a site far more intimately associated with the center of the campus. The problem, of course, was that an alumnae house was already under construction and a portion of it already in use. Any proposal to abandon the expensive error must be cautiously advanced.

But with Dr. Foust's support such a startling new departure could at the outset make its way against an expected unenthusiastic response on the part of an alumnae association made up of less than one of every five graduates, whose minuscule dollar-a-year dues were also calculated to pay for the "free" annual subscription to the association's quarterly magazine to which they were entitled. But once the Association could be built up and thoroughly organized, and once a spirited campaign for funds could be mounted, and once the members could be made to see the grand design, the shining goal, as both Byrd and Foust saw it, could be achieved. Fortunately for the cause, the obstacles in the road ahead could not be foreseen. What lay concealed before them was a fifteen-year struggle that included in its span the dreariest decade of economic prostration that North Carolina had seen since the impoverished years that followed the Civil War.

Meanwhile, work on the older plans went forward somewhat uncertainly. Lack of funds was at the center of nearly all of the Association's problems. At the

Founders' Day meeting of October 1920, it was officially announced that the association was then made up of only twenty-seven county organizations and nine "smaller groups." By that time the Building Fund held \$8,190 in promissory notes and \$5,480 in cash, much of the whole having been raised from gifts and pledges drummed up at county meetings, often spurred by "chicken salad or oyster suppers," plays, concerts, and "entertainments of various kinds."

But the debts grew faster than the revenues. Once the Tea House was under way, the initial cost, which had been estimated by the contractor at \$15,000, was increased to \$18,000 to allow for items not included in the first cost sheets. Then in the summer of 1922 the Association learned that the expense of completing, furnishing, and equipping the Tea House had risen to \$24,081 because the original figures had not included the plumbing and heating costs.

For a brief period Miss Louise Alexander (later a long-time faculty member) was employed to conduct a systematic canvass for funds and to explore the possibility of attracting gifts from foundations and from affluent persons who might be interested in making "conditional" or matching gifts. A cookbook, honoring Professor Minnie Jamison, was also produced and sold, in regrettably small numbers, for a dollar.

A Campaign Committee, headed by Laura Weill Cone '10, '27, '42 LLD (Hon), for example, "suggested that Fred Koch, director of the Playmakers at Chapel Hill, be approached with a proposal that his group go on a statewide drama tour for the exclusive benefit of the Alumnae Building Fund of their sister institution." Wade R. Brown, head of the music department, was consulted about a program to send the college choir on a fund-raising

concert tour.

Then on July 21, 1923, the Board's Building Committee listened skeptically to a representative of a firm of professional fund raisers from Spartanburg, SC, who offered to direct for a fee of \$20,000 a campaign for a goal of \$200,000, the fee to be payable regardless of the outcome of the effort. While the spokesman absented himself, the group discussed the proposition, and readily agreed that they simply could not find the \$20,000. Besides, they suspected that the general membership might find the scheme offensive. Later the committee found, to its distress, that plans to create a committee to solicit "big individual donors" would for the present have to be postponed because no one agreed to accept such an appointment.

Dr. Foust had been absent on sick leave during much of the summer while these deliberations were going forward, and upon his return the Building Committee, on his advice, decided to propose to the fund raiser a more limited endeavor for a \$5,000 fee, after which the Association could exercise the option of discontinuing the arrangement if the results did not appear to justify its continuance.

Plans for an energetic and wideranging canvass were developed in the early weeks of 1924 by a Campaign Committee that included Mr. Jackson, Miss Coit, Miss Byrd, and several Alumnae Board members. It was at a January 1924 meeting that Miss Byrd had openly begun her own crusade for new directions. It was time, she said, to alter the original building plans, to redefine the purposes and mission of the Alumnae House, "to meet the changing campus and its growing needs." It should, she urged be "not only a home for the Alumnae...but also a social and student activity center," a focus for social and cultural events. After hearing Miss Byrd's views at length the committee, on Mr. Jackson's motion, instructed her to make a study of alumni buildings of other campuses and of the needs of the College's own campus, and then "to submit a specific body of suggestions for outfitting such a building, together with a statement of the specific needs of the campus."

Two weeks later, Miss Byrd, armed with materials she had earlier accumulated from the American Alumni Council, was ready with her report. Her general



...the Tea House, though tastefully appointed and frugally managed, was barely making ends meet ..."

ideas were accepted in principle, the professional fund raiser was engaged for a limited role, and the campaign was promptly undertaken. On May 27, 1924, Mrs. Cone announced to the Campaign Committee that the effort had brought in over \$100,000, most of it in the form of pledges payable in the future.

A few days later, at the 1924 Commencement meeting of the general membership, Mrs. Cone, as chairman of the Building Committee, gave a more detailed report. The fund drive had, she explained, been conducted in three stages: (1) a Greensboro drive. (2) a campus effort, and (3) a statewide campaign. The push on the campus she described as "a great success," gathering up \$26,000 in four days. The Greensboro drive was conducted by "I.E. Latham and a strong committee...and selected workers from the Community Chest." That solicitation had by the time of the report produced about \$50,000, and more was anticipated. No reports had yet been received from the county groups all over the state, but it was later revealed that the aggregate assembled by them (and from individual "unorganized" alumnae who had been sent individual letters of solicitation) had fallen far below expectations, and that a surprisingly small proportion of alumnae had responded.

By the end of 1925 the outlook was not improving. The Tea House was not prospering, and the Alumnae Board, apparently as eager as Miss Byrd was to extricate the Association from the enterprise, leased it to a private individual with the understanding that the heating and maintenance of the quarters would still be supplied by the College. Meanwhile, though the Building Fund had been substantially enlarged by the fund drive, pledges were for the most

part being only partially redeemed, and in not a few cases not paid at all. Money trickled in by tiny increments, and month after month passed without word from county chapters from which substantial returns had been expected. The Campaign had ostensibly raised approximately \$120,000 when all the figures were added, but far less than half had been realized in cash, and hopes for collecting any considerable portion of the promised gifts began to fade. Chapter and individual remittances dwindled almost to nothing; meanwhile Laura Cone, Clara Byrd, and Dr. Foust were finding the New York and New England foundations and philanthropists impervious to their entreaties, preferring what they professed to believe to be worthier causes.

It was when the situation was in this posture that Clara Byrd wrote an extensive memorandum in 1925, emphasizing her conviction of "the necessity of relocating the Alumnae Building in a more central location on the campus," specifically the site on which Old Guilford still stood like a shabby loiterer. The new, partiallyconstructed edifice which housed the drooping Tea House should. she argued, be absorbed in some future construction to be built on the Teague Field as one of the new buildings ("either Music or Education") which were then in planning stage. Dr. Foust could, she was confident, "negotiate matters for

Foust did, in fact, in October 1925, ask the Alumnae Board what it would ask as a price for the Tea House property so that he could present the case to the State Budget Committee. The board asked him to seek \$25,000 or \$30,000 for it to enable the Alumnae Association to recover most of what they had spent on it. There-

upon Foust took the matter to Raleigh, and after many months the Legislature itself, at its 1927 session, allocated \$30,000 for the property. As soon as the proposal was assured, he announced to the Alumnae Board that the emerging structure on Teague Field could hereafter be greatly expanded as a major campus structure (today's Curry Building), for a wholly different purpose, absorbing the segment that had originally been designated for the Alumnae. And, no less important, he disclosed that Old Guilford would in the future be razed when the Association had sufficient funds in hand to proceed with a new building.

And so things stood in 1929, on the eve of the nation's economic collapse. The Association's office had in fact long since ceased to send out pleas to delinquent pledgers, as the State's economic deterioration preceded the country's decline. The Alumnae now had \$53,470 in a downtown bank, drawing interest in a savings account. An additional \$30,000 allotted by the Legislature would eventually be paid over when building was ready to begin in more promising times. And by now some \$52,000 in unpaid pledges were carried on the books. But plans for a future building were necessarily deferred until at least \$100,000—preferably much more-was safely in hand. Even Byrd and Foust began to believe that it would not happen soon. But it was still Foust's intention to press eventually for a \$300,000 building for which the alumnae should supply one half and the State the other as a matching grant.

By the end of the year the nation's economy slid into an ever deepening economic morass—a calamity which, paradoxically, was to revive the hopes for an Alumnae Home.

CAMPUS

Visionaries' Sticks and Stones

On display this spring in the department of interior design were models made of twigs, rocks, and paper depicting the journey of humanity from our primitive beginnings to outer space. At first glance these basic materials remind you of crafts class at summer camp.

But the projects are the culmination of a selective three-week honors studio taught by Michael Kalil, visiting lecturer and owner of a New York design firm. Kalil has been coming to UNCG for the past ten years and is enthusiastic about the caliber of UNCG's faculty and the quality of the housing and interior design department.

The exercise was meant to teach the sixteen students to think and design in terms of the universe. The rocks and twigs tell stories that begin in prehistoric times and end in outer space. It's a story of our relationship to our surroundings — from early beginnings to a new beginning at zero gravity.

"If these works were put on display in a New York gallery, they'd be given rave critical reviews," said Kalil. "I learned so much from these students; they are imaginative and visionary."



Michael Kalil and student Carol Brown

Kalil is something of a visionary himself. The designer of a space habitat for NASA, he combined engineering, architecture, and philosophy to understand the drive to explore space. He now strives to overcome society's fear of living with the technology we possess and hopes we can accept the innovative living spaces of the future.

An Ounce of Prevention...

Crime exists on all college campuses. The felonies range from larceny to sexual assaults. Human nature being what it is, many of us



think that we will never be the victim and that the problem belongs to the police anyway.

That is a perception that UNCG's Department of Public Safety and Police and Deborah Pittman '85 in particular want to erase. A political science major, Deborah is UNCG's crime prevention officer. Her goal is to make the University community aware of the preventive measures we can take to avert situations that breed problems.

Deborah holds workshops all over campus for student and faculty groups on substance abuse, rape, personal safety, and security. "Awareness and responsibility are the points I want to stress," she emphatically states. "I want to eliminate the naive idea that the University has an imaginary wall around it. Simple things like locking doors and walking with

someone else at night are a good habit to get into. Carelessness is a big problem."

In April, Residence Life, the Residence Hall Association, Women's Services, Elliott University Center, and ARA Food Service joined the Crime Prevention Office in sponsoring "Together for a Safe Campus." With buttons and flyers the University community was made aware of the responsibility involved in crime prevention. As Deborah says, "We need help from the people we serve."

Public Health Study

UNCG's unique history and its strong Alumni Association are the cornerstones of an important study to be conducted by the department of public health education.

The purpose of the research will be to develop and test theories of behavioral and social change designed to improve health. While both men and women alumni will be surveyed, the study's main purpose is to examine the theoretical and practical relationships between certain characteristics of women and health status (especially the development of chronic diseases). According to Dr. Harvey Gruchow, head of the department, the need for an analysis of women's health (but not concerns particular to women) is in great

demand. Most information available about chronic disease risks and the effects of changes of these risks is based on data from studies of men.

Changes in risk factors and health status of the test population will be measured over time. A pilot test, funded by a UNCG Research Council grant, will survey about 600 alumni beginning this fall. After the response is understood and the validity of the instruments used is tested, the department will seek the crucial external funding necessary to begin the program's next phase.

Dr. Dan Bibeau, project director, sees UNCG's large percentage of women graduates and our well organized alumni records as a firm basis for the analysis. Just think, the course of our living patterns may one day be the basis for a definitive study of women's health.

Tennis Anyone?

It could have been worse. The alumni that Bert Goldman drafted for a match against the varsity men's tennis team gave it their best, but the students won the exhibition match 10-5. The former men's varsity coach (1969-81), now a faculty member in the School of Education, recruited former players from as far as Los Angeles for the April 2 match.

"The boys are dead serious about winning," he warned beforehand. Coach Andreas Koth could tell. "The score doesn't suggest the true closeness of many of the matches," he said.

Participating in this first-ever varsity/alumni match were Jim Costa '74 of Los Angeles; Andy Hiles '80 of Washington, DC; Byron Cooper '81 of Richmond, VA; Ray Wheeler of Raleigh; Hugh Cole '75 of Durham; Adam Warner '84 of Winston-Salem; and, from Greensboro, Albert Khanlarian '75, Haik Khanlarian, George Poulos '85 (MPA), Charles White, and Bryan Coble '84.

Albert and Haik Khanlarian played on Goldman's Dixie Conference championship teams in 1974 and 1981, respectively. Albert captured UNCG's first individual conference title in 1973, winning at the No. 1 singles spot. He led the Spartans to their first league team title the next year. Haik Khanlarian and Charles White helped the Spartans win the 1981 league title. Jim Costa won the conference's No. 2 singles flight in 1974 and. with Albert Khanlarian, won the 1974 No. 1 doubles flight. Hugh Cole won the No. 3 singles flight that same year.

Calling all Military Women

The Women in Military Service for America Memorial Foundation needs your help! This foundation has the green light from Congress to construct the first national memorial to honor the women who have served in the nation's armed forces.

Help is needed to identify and register 1.6 million military women. Their names and records of service will become part of the computer register, an archival record that will show their service data, career highlights, and photos.

This register will be housed in a memorial, to be built with private funds, at the main gate area of Arlington National Cemetery. A national design competition began last December.

Mildred Caroon Bailey '40 of Alexandria, VA, is a member of the organization's board of directors. If you are a veteran or know of other UNCG alumnae who are veterans, contact the Women in Military Service Memorial, Dept. 560, Washington, DC 20042-0560 or call 1-800-222-2294 for more information. A voluntary donation of \$25 will register a woman service member. This memorial will tell the story of the dedication, commitment, and sacrifices of America's military women.

In Memoriam

Charles W. Phillips Sr. '67 LLD (Hon), director of UNCG's news bureau for twenty-seven years before retiring in 1962, died January 3, 1989, at the age of ninety-one. "Mr. Charlie" was the first principal of Greensboro High School and a long-time Greensboro civic and church leader.

After his retirement, he served six terms in the NC House of Representatives. At Governor Scott's request in the late 1960s, Phillips was a floor leader in the successful fight in the legislature to create a 16-campus UNC system.

"His life was a remarkable one," said Chancellor William Moran. "He will be remembered as a person of great warmth and integrity by thousands of students who knew him and by the many friends he made in Greensboro and throughout North Carolina."

Survivors include his wife, Lela Wade Phillips '20 of Charlotte, two sons, Charles Jr. and Wade Phillips of Greensboro, and two daughters, Carolyn Phillips Kingdon '49 and Barbara Phillips Hoard '62, both of Kingsport, TN.



Retirements

December 31, 1988

Dr. Roy N. SchantzAssociate Professor
Department of History
21 years of service

June 30, 1989

Barbara B. Bair '68 MEd

Associate Professor School of Music and Director, Teacher Education 21 years of service

Gilbert F. Carpenter

Professor Art and Director of Weatherspoon Art Gallery 26 years of service

Dr. James W. Crews

Professor
Information Systems and
Operations Management
and Director, Business &
Marketing Education Division
16 years of service

Inga Borgstrom Morgan

Professor School of Music 43 years of service

Margaret Sangster Parrott

Associate Professor Library Science and Information Studies 19 years of service

James R. Swiggett

Instructor
Physical Education
22 years of service

SPORTS

by Ty Buckner '85 Sports Information Director

A group of UNCG studentathletes spent two evenings in April talking on the phone with some old friends. But it was more than casual conversation.

Present members of the nine Spartan teams were calling to ask past student-athletes to support the Spartan Excellence Fund (SEF), which generates athletic scholarship aid for the University.

The phone campaign was one in a series of grassroots efforts to bolster UNCG's move to Division I in '91. Spartan teams competed for the first time with scholarships in Division II in 1988-89.

Debbie Yow, associate athletic director for public affairs and director of the SEF, said the "phonathon" was an opportunity to create a bond between the present and the past.

"It is important that we reach out to the alumni who have the greatest appreciation for athletics at the University — those who actually wore the Spartan uniforms," Yow said. "They can be a tremendous support group," she added. "We want them to realize their role today is no less significant than when they were here."



Men's basketball coach Bob McEvoy, right, and player Steve Hunter "reach out and touch someone."

Bill Sutherland, a rising senior on the men's soccer team, called several former student-athletes, including Rich Schlentz '86 of Greensboro, who was a goalkeeper on three national champion Spartan teams. "I think he (Schlentz) really appreciated hearing from someone who is playing now," Sutherland said. "In fact, I got a good response from everyone I talked with. I enjoyed talking with them, too."

Nelson Bobb, director of athletics, joined coaches and other staff in cheering on the students as they made phone calls. "It was a very worthwhile effort," he said. "Our history is very important to us, and we need to re-establish contact with our former student-athletes for several reasons. We want their support as we build a successful athletic program."

THE WAY WE ARE

The Coach Retires



When **Dorothy Casey** '48 became a member of Wake Forest University's physical education staff in 1949, women's sports consisted of an informal intramural program. When she retired last year after nearly forty years, the NCAA Division I Lady Deacons competed nationally in six scholarship sports and in field hockey. Dot has guided WFU women's athletics through it all.

"In 1949 part of my job was to encourage female students to play any sport — basketball, table tennis, golf, or shuffleboard," said Ms. Casey. "We started a low-key extramural program called Sports Day with other schools. It was all for fun. We wore our physical education uniforms and when the game was over we had punch and cookies. The party was as important as the game."

In 1971 the Association of Intercollegiate Athletics for Women was formed to provide opportunity for women to compete in sports. Eventually the NCAA absorbed women's sports as well. Then along came Title IX, which mandated that any programs offered to men be offered to women also.

Through all these changes, Dot's philosophy didn't change. "You don't play against someone — you play with them," she feels. "But you can play to win." She did have reservations about the future of women's athletics, fearing the win-at-all-costs attitude. But Dot decided that competitive sports for women was a good thing if it had the right leadership.

And she provided the right leadership at Wake Forest. In 1974 she was named director of women's athletics. The scope of the program changed dramatically over the years, but Dot Casey's convictions did not waver. She expected her coaches and players to be, first of all, representatives of the University, and second, athletes.

Dot was a physical education major at the Woman's College and received her MA from UNC-CH in 1951. She says, "UNCG gave me an excellent education. I am grateful for those wonderful teachers who guided students and helped us acquire a solid foundation and good philosophy."

Dot Casey — teacher, coach, and administrator — is living on the Wake Forest campus and doing all the things she didn't have time for over the years. She's never bored.

They Handle Political "Hot Potatoes"

Politics is in the blood of two members of UNCG's Class of 1987. Sherri Wall and Amanda Martin are on the staff of NC 6th District Congressman Howard Coble, a Republican member of the US House of Representatives.

Both women are proud to be associated with the legislative branch of the US government and with Rep. Coble, who has offices in his home district as well as in the Cannon Building in Washington, DC. They thrive on the high level of excitement and purpose that goes with the territory.

Sherri, a political science major from Whitsett, is executive assistant to Rep. Coble. One of eight staffers in his Washington office,



Rep. Howard Coble and his staff assistants Amanda Martin (left) and Sherri Wall.

she is responsible for his schedule, travel, and personal arrangements. She also is coordinator of special projects. Once secretary of the Guilford County Young Republicans, she worked in Rep. Coble's Greensboro office before joining his DC staff. Sherri is living one of her dreams.

When she left for Washington in May 1988, her staff assistant position was filled by Amanda Martin, a former UNCG business administration major from Jamestown. Rep. Coble's Greensboro office serves his district. which includes Guilford. Davidson, and Alamance counties. Amanda is responsible for the computer bank, inventory, and for assisting people with problems. There are those who need service from the IRS, Immigration, Social Security, and Veterans' Affairs. "And then," says Amanda, "there are people with opinions. Those opinions on national issues are very important to Congressman Coble."

Both women emphasize that one of the principal rewards of working on Rep. Coble's staff involves helping people — serving the constituency. Sherri says, "We can't answer every question or solve each problem, but we can listen and steer people in the right direction. We can give them a start toward their goal and that makes me feel good."

Two Grads Stress No-Frills Fitness

When you drive down Battleground Avenue in Greensboro, the words jump out at you from the billboard advertising the Ronny Barnes Original Nautilus Strength & Fitness Center - "Fitness - Not a Fad." Those words and that billboard emphasize the new direction Greensboro's oldest fitness center is taking. Forging the new course are Chris Avis and Rich Schlentz, both 1986 graduates and the young proprietors of a business owned for almost thirty years by one of North Carolina's first fitness gurus.

Former Barnes employees during college, Rich and Chris believe in customer service and satisfaction. They offer no "special" membership offers; there are no contracts to sign. Fitness programs are designed on an individual basis. Rich says, "You get more than your money's worth in quality instruction and personal attention."

Both men are so enthusiastic and committed to their business, it seems to rub off on their clientele. Memberships are increasing. In the year since they've owned the facility, they've scrubbed bathrooms, washed windows, and worked many twelve-hour days in the process of remodeling and creating more space to balance the different needs of the customers. Catering to both powerlifters and



Rich Schlentz (left), and Chris Avis, energetic businessmen.

afternoon exercisers can be tricky. Chris and Rich feel that corporate health/fitness plans are the wave of the future. Moses Cone Hospital has contracted with Ronny Barnes Fitness for a program for their employees.

Rich, a physical education major from New Jersey, came south to play soccer for the Spartans. He was goalkeeper for three national championship teams. Chris was a history major who began a teaching/coaching career after graduation. The one-time roommates married graduates of UNCG — Kelly Price Avis '87 and Angela Stirewalt Schlentz '86.

If determination is any measure, their business venture will prosper.

NETWORK



Town Meeting

ing for alumni, prospective students, parents, and friends. The cities selected for this year were Greensboro, Winston-Salem, Charlotte, and Raleigh.

Perhaps it was the sparkle of sequins worn by the University Show Choir, the glimmer of hundreds of mylar balloons, or the brilliance of the silver screen on which played a dazzling multi-

Each Town Meeting began with a friendly reception where alumni could mingle with campus officials. Dinner followed; then as dessert was cleared away, emcee Sandra Hopper Forman '66 began the program. Betty Crawford Ervin '50, President of the Alumni Association, welcomed all, and

remarks were made by campus dignitaries, including Chancellor William E. Moran.

The Show Choir dazzled the audience with their Broadway tunes, and a spectacular six-projector slide presentation brought the University right into the ballroom.

Plans for the 1990 Town Meetings are in the works. You'll certainly want to attend when it comes to your area.

media show. The 1989 Town Meeting series was the first of an annual happen-

If there was a little extra twinkle

in the evening sky over four North

Carolina cities this spring, it might

have been emanating from the

UNCG Town Meetings.

Southern Swing

The thirty-eight-member Show Choir had a bustling spring this year. Not only did they steal the show at the four Town Meetings throughout the state, but a tour through South Carolina, Georgia, and Florida, landed them a chance to entertain alumni all over the South.

Timed to coincide with Spring Break — so the Show Choir members wouldn't miss their classes — the tour took Director William Carroll and his singers to a performance in a different city each night. At every stop, UNCG alumni graciously opened their homes to the students for an overnight stay and a hearty breakfast.

Traveling along, singing a song with the Show Choir was an entourage of University folks: Brenda Meadows Cooper '65, Associate Director of Alumni Affairs; Bob Cavin, University Photographer; Dr. Bernard B. Keele, Vice Chancellor for Development and University Relations; and Audrey Stone, Jon Fitzgerald, and Joan Price, all three from the Development Office.

Their itinerary was this: **Greenville-Spartanburg, SC**, *Airport Marriott*. Day Heusner McLaughlin '63 coordinated the arrangements and took reservations. Special guests were Dr. and Mrs. Gordon Blackwell who now live in Greenville. Dr. Blackwell was chancellor at the Woman's College from 1957-61, and a number of alumni in attendance had been students under his administration.

Atlanta, GA, Ritz Carlton Buckhead. Local arrangements were made by Dot Davis Moye '63. The chapter chair in the area is Charles Webb '84; he presided over the evening's program.

Jacksonville, FL, Omni Jacksonville. Joe Pickett '72 made arrangements and Barbara Tickler Reid '76 handled reservations. Here, Betty J. Cooke '67 was seen pulling out a copy of the words to "The University Song" when it was time to sing it, admitting that she had never memorized them. But does she always carry a copy with her?

Tampa, FL, *Sheraton Grand*. The evening's organizer was Alison Hayward Mimms '67.

Miami, FL, Airport Hilton & Marina. Frances Glaze Koestline '43 was the local arranger.

Among the audience in each location were prospective students and their parents, as well as relatives — parents, grandparents, aunts and uncles — of the Show Choir members.

Just for Johnston County

Had there ever been a gathering of Johnston County alumni before Anne Hayes Tate '68 hosted one last March? No one at this year's wine and cheese reception in Smithfield could recall a time when just their county met. That feeling of chumminess probably accounts for the super turnout: Nearly 50 percent of all alumni in the county were in attendance.

Anne is the District Four representative to the Alumni Board of Trustees and chairs its Editorial Board. The alumni gathering was held in her hometown at the Fellowship Hall of St. Paul's Episcopal Church.

Alumni Director Barbara Parrish '48 and Associate Director Brenda Meadows Cooper '65 brought greetings from the campus.

Attention '84s, '79s, and '74s

If you graduated five, ten, or fifteen years ago, don't be concerned that you didn't receive your reunion mailer this spring. Your reunion celebration will be held at Homecoming in the fall.

You'll hear more about the events planned for Homecoming later in the summer. But in the meantime, stick these dates on your refrigerator: October 27-29.

Alumni News wins award

Alumni News, the magazine you're reading this very minute, won a Grand Award in the regional communications competition of the Council for Advancement and Support of Education (CASE).

Alumni News was evaluated against other alumni magazines in a nine-state district. CASE is the professional organization to which alumni and development professionals belong.

First, Egypt; Then, Caribbean

Call your boss and request vacation time for the whole month of October. Then get your bags packed and head out with the UNCG Alumni Tour Program on two fabulous trips.

On October 3, you'll depart from New York on a fourteen-day air safari to Egypt. You'll discover the pyramids and treasures of Cairo, bask in the seaside resort of Alexandria, and cruise down the Nile through the land of the pharaohs.

Returning on October 16, you'll have plenty of time to check your mail, have your film developed, and repack your bags for an October 22 departure on the second trip. This time you're boarding Norwegian Cruise Line's M/S Seaward headed for the Caribbean.

Information and prices for both trips may be obtained from the Alumni Office.

A Goodbye

Carter Lee Bland of Greensboro, a member of the housekeeping staff at UNCG from 1974 until his retirement in 1987, died April 30, 1989. He was a member of the Alumni House family from 1980 until June 1987. Carter helped us all in immeasurable ways, and we are saddened by his death.

Contacts

On matters pertaining to the Alumni Association and its programs, write to the Alumni Office. To contact *Alumni News*, write to the University Publications Office. Both offices may be reached at this address:

Alumni House UNCG Campus Greensboro, NC 27412-5001

HOMECOMING

REVIEWS

Wrinkles in *Paper Crown*Give It a Nice Luster

by Fred Chappell

he young soldier wanted to sit with the pretty girl when the bus pulled away from nowhere and headed into the future. Instead, he had to sit by a curious old man who warned him in certain pungent terms that the profession of arms was a dangerous one. Suppose the soldier were to lose his eyes or arms or legs. "Then you ain't got no work," the old man says, and they pass a pint of whiskey between them. When the old man leaves the bus, the passengers rearrange and the soldier sits with the girl at last. Feeling sleepy, she nestles her head in his chest and dozes, and the soldier thinks about the subject at hand and decides that "he would have to be careful in the army and not lose an arm or leg."

My clumsy precis, which comes nigh to ruining Tom Hawkins' fine story, "The Potato Farmer's War," is meant to show this writer's particular excellences. An ordinary situation is outlined in simple terms and usually in the plainest sort of language. The situation is presented as objectively as possible; authorial presence is carefully eschewed or disguised. Then, by a sort of seeming magic, the feelings of the participants and the implications of the situation become clear to the reader. Hawkins' method has little or nothing to do, I would think, with those famous Joycean "epiphanies," where in an instant

of supernal revelation a character understands all that there ever is to understand about himself and the world. There is nought so transcendental in Tom Hawkins' vision. His characters generally achieve no more than another dimension of alertness. But this momentary jolt satisfies beautifully the requirements of the story.

These short stories demand alert readers. I remember vividly the time when one of the stories here, "Putting a Child to Bed," was submitted to our graduate fiction writing class, English 525. The story was read aloud, there were a few brief comments, and then the silence of the abyss. The trouble seems to be that the author's classmates couldn't find that the story was about anything; it seemed to them to have no subject. I grew rather heated, accused our friends of obtuseness, and vowed to take up the story again the following week. And did so, with no better result. What I should have done was offer a challenge to the class: 100 dollars to anyone who could write 1,000 words as good as Tom's about the theme of mother love.

That's what I should have done. But the errors of writing teachers probably make little difference in the long run. The dedicated writer is going to persevere in his own vision and with his own individually fashioned tools, and in the end he is going to triumph. In Paper Crown we are offered a dozen stories, thoughtful, humorous, dazed, crotchety, and lyrical by turn. They

are not all equally successful, I suppose, but because of the seriousness of Tom Hawkins' purposes, because of the hard-won quality of his art, I would not trade the slightest of them for more polished performance by anyone

The story, "Wedding Night," for example, is a daring experiment in point of view. A lonely man who works at a bus station magazine stand tells of his "good marriage" which lasted but for a single night. His assertion seems silly at first, but as we come to understand his character, it does seem possible that this single encounter could constitute a whole marriage. His loneliness is so profound that this fancy might indeed be the case. But then there remains the difficulty of deciding whether even this one encounter actually took place. In the end, the actual events seem less important than the overwhelming quality of loneliness; in the universe the news seller inhabits loneliness is the single determining physical

Paper Crown is, in the truest sense of the term, an honorable achievement. And a completely admirable one.

Paper Crown. By Tom Hawkins '73, Bk Mk Press (Kansas City, MO. 64110-2499). 79 pages. \$8.95

Poet, novelist, essayist, and short story writer Fred Chappell is professor of English at UNCG.

BUSINESS

by Barbara Parrish '48

The Nominating Committee will accept the names of potential candidates for the Alumni Association's 1990 election until September 1. A first vice president and five trustees will be elected in next year's balloting.

Two candidates will be presented for first vice president, who will chair the Association's Planning Council for three years.

Five trustees will be elected from ten candidates. Two of the nominees will live outside North Carolina. Eight will be selected from four designated areas in the state: (1) Bertie, Camden, Chowan, Currituck, Dare, Edgecombe, Gates, Halifax, Hertford, Martin, Nash, Northampton, Pasquotank, Perquimans, Tyrrell, and Washington counties; (2) Durham, Franklin, Granville, Johnston, Orange, Person, Vance, Wake, and Warren counties: (3) Anson, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Scotland, and Stanly counties: (4) Buncombe, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, Swain, and Transylvania counties.

Susan Whittington '72, the newly-elected second vice president, will chair the Nominating Committee. Suggestions may be sent to her (14 Green Way, Wilkesboro 28697) or to the following alumni who have been invited to serve on the Nominating Committee: Nancy Winchell

Arnold '43, 44 Wagon Trail, Black Mountain; Margaret Harrelson Baird '52, Box 87, Kings Mountain; Janet Jones Banzhof '49, 6319 Arden Forest, Clemmons; Gwen Stegall Baucom '38, Box 5109, Marshville; Gwen Poole Bell '79, 726 Poole Dr., Fayetteville; Marilynn Bennett '74, Box 147, Morven; Kay Ramsey Blankenship '56, 131 Davenport Rd., Asheville; Margaret Reese Boyd '55, Box 11, Waynesville.

Linda Harrison Cannon '62, Rt. 2. Box 677, Mooresville; Mimi Krider Carlton '59, 10 Lawton Ln., Salisbury; Linda Heffner Chester '63, 200 LaForet, Morganton; Ann Turner Collins '53, 4921 Carteret Dr., Raleigh; Mary Sandra Schulken Costner '58, 103 Fox Run Rd., Forest City; Alicia Fields-Minkens '86, 33F River Oaks Dr., Greensboro; Karen Pence Fletcher '80, Box 292, Rutherford College; Barbara Caudle Gitter '58, 197 Westhaven Circle, Winston-Salem: Susan Haldane '86, 12 Brookwood Rd., Asheville; Melinda Hamrick '69, 255 E. Connecticut Ave., Southern Pines.

Nancy Wilkerson Jones '57, 3600 Pinetop Rd., Greensboro; Laura Newsome Kennedy '73, 505 Unity St., Thomasville; Martha Needels Keravuori '61, 3207 Clarke Ave., Raleigh; Barbara Hulcher Klerlein '70, Rt. 3, Box 365L, Sylva; Nancy Williard Lambert '46, 104 Arden Pl., Greensboro; Bea Carawan Latham '77, Rt. 5, Box 272B,

Greenville; Avery Templeton Lloyd '68, 602 Yorktown Dr., Chapel Hill; Faye Jenkins Maclaga '66, 404 Monticello Dr., Wilson; Karl McKinnon '84, 1415 Gay St., Rocky Mount; Katheryn Thomas Medley '71, Rt. 5, Box 11, Dunn; Annie Ruth Clark Millikin '42, 3324 Hawkins Ave., Sanford; Susan Shipp Montsinger '76, 4810 Pointe Pl., Durham; Delia McRimmon Muse '72, Box 335, Laurinburg.

Thomas Olson '75, 312 8th St., North Wilkesboro; Vicky Vanderford Pratt '76 and Michael Pratt '77, 62 Pleasant Hill Dr., Brevard; Anne McFadden Roberts '67, 830 Hamilton St., Newton; Michael Sabiston '78, Box 666, Troy; Arline Steinacher '44, 4909 Buckingham Dr., Charlotte; Rita Taggert '82, Rt. 2, Box 201, Cleveland; Carolyn Styron Thomas '54, 3500 Sheridan Dr., Durham.

Sandra Ward '74, Box 1176, Roanoke Rapids; Leigh Berryhill Warren '83, Box 23415, Charlotte; Marvin Watkins '84, 602-D S. Chapman St., Greensboro; Edna Earle Richardson Watson '40, Box 146, Roseboro; Dorothy Warren Williams '64, Box 296, Benson; Griselle Gholson Woodward '68, Rt. 4, Box 184AA, Wake Forest;

New officers and trustees of the Alumni Association

And the winners are...



In the balloting which ended April 14, Ann Phillips McCracken '60 of Sanford was elected to serve as President-Elect. She will serve in this capacity for a year and will then succeed Betty Crawford Ervin '50 of Morganton as President.



Elected **Second Vice President** and chair of the **Nominating Committee** was **N. Susan Whittington** '72, '74 MEd of Wilkesboro. She succeeds Janie Crumpton Reece '47 of Greensboro.



Charles W. Hager '80 of Greensboro will serve as District Six trustee, succeeding Carol Furey Matney '63 of Asheboro. District Six includes Alamance, Caswell, Chatham, Randolph, and Rockingham counties.



Anne Hathaway '71, '78 MLS, '83 EdD of Monroe will represent District Nine, succeeding Katherine Cobb Preyer '47 of Charlotte. District Nine includes Cabarrus, Gaston, Lincoln, Mecklenburg, and Union counties.



Elected trustee of **District Ten** was **Helen Bumgarner Bell** '39 of North Wilkesboro, succeeding Susan Whittington '72 of Wilkesboro. District Ten includes Allegheny, Ashe, Avery, Caldwell, Watauga, and Wilkes counties.



Julia Ross Lambert Thayer '51 of Morganton will represent District Eleven, succeeding Eugenia Ware '46 of Kings Mountain. District Eleven includes Burke, Cleveland, McDowell, Mitchell, Polk, Rutherford, and Yancey counties.



Elected as one of three **Out-of-State** trustees was **Jaylee Montague Mead** '51 of Greenbelt, MD, succeeding Ada M. Fisher '70 of Oak Ridge, TN.

PRESIDENT

by Betty Crawford Ervin '50

he Alumni Association welcomes to the UNCG Board of Trustees five talented, experienced alumni who have just been appointed or re-appointed to fouryear terms. Has this ever happened before? I can't remember a time when it has. Usually only one or two places on the Board have been held by graduates of the University, On June 9, 1989. however, the UNC Board of Governors filled the four positions it selects for the UNCG Board with alumni: Adelaide Fortune Holderness '34 was re-elected and Kathryn (Katy) Gilmore Bell '70, Ann Heafner Gaither '53, and Emily Harris Prever '39 were elected as new members. Later that month, Governor Jim Martin reappointed Sally Schindel Cone '72 MEd. The Board of Governors elects four trustees for each campus in the UNC system and the governor appoints two, every two years.

These appointments give our University the only gender-balanced board in the UNC system. We have six men and seven women, including Adrienne Cregar '91, the new Student Government president.

Katy Bell of Winston-Salem is on the Board of Directors of the UNCG Excellence Foundation and is a former member of the of the Board of Directors of the Southeastern Center for Contemporary Art (SECCA). She also brings to the UNCG Board the perspective of a teacher and a student: A former teacher at North Davidson Senior High School, Katy is now a grad student at UNCG pursuing an MEd in social studies.

Sally Cone of Greensboro is a member of the Board of Trustees of the General Theological Seminary of the Episcopal Church. She also is on the boards of Randolph-Macon Woman's College, Family and Children's Services, and Planned Parenthood of the Triad. She served on the Governor's Task Force on Domestic Violence and in 1987 received the James T. Isler Friend of Family & Children's Service Award for her work to strengthen family life in the community.

Ann Gaither of Newton is president and CEO of the J. H. Heafner Co., Inc., Lincolnton. The firm employs about 350 people and has three divisions with operations in nine southeastern states. Ann has served as director of the Lincolnton-Lincoln County Chamber of Commerce and was the first woman elected to the Board of Directors of NCNB in Lincolnton. Earlier this year, she was appointed to the Business Advisory Board of UNCG's Bryan School of Business and Economics. She also is on the Governor's Business Council on the Arts and the Humanities in North Carolina.

Adelaide Holderness of Greensboro, a UNCG trustee since 1985, has served on the Board of Trustees of the Consolidated University of North Carolina. She was on the UNC Board of Governors from the time of its organization in 1971 until 1983 and was vice chair of that board four years. She led the Alumni Association as president from 1962 to 1963 and received the Alumni Service Award in 1967. The University awarded her an honorary degree (LLD) in 1975.

Emily Preyer of Greensboro has

served on the Board of Trustees of the Consolidated University of North Carolina and in the early 1960s was on the Governor's Commission on Education Beyond the High School. She was a member of the first Board of Governors of The University of North Carolina and served a term on the Board of Trustees of N.C. Agricultural and Technical State University. She was president of the Alumni Association from 1955 to 1957 and chaired the first Alumni Annual Giving Council. The University awarded her an honorary degree (LLD) in 1977.

The great body of more than 55,000 UNCG alumni has among its members many, many individuals of talent, experience, and wisdom. They constitute a valuable resource for service to the University that has been virtually untapped. Now this resource is beginning to be utilized. Trustees must always place the overall good of the institution they serve ahead of personal preferences or desires of constituent groups. These alumni trustees bring to the decision-making process love of this University and knowledge of its mission through the years. Their perspective will be of tremendous value.

As George Santayana said, "Those who cannot remember the past are condemned to repeat it." The Alumni Association believes these newly chosen alumni trustees will help the University avoid the mistakes of the past, recognize the strengths and mission that has made the University great, consider the needs and challenges of today, and make wise decisions for the University's future.



50 Years Ago in Alumnae News...

I look upon it as the most creditable affair that we have had at the College since I have been here — an occasion of which the College can be justly proud." So said a long-time faculty member at the Woman's College fifty years ago.

The occasion was the Fifth Annual Alumni Seminar, held in March 1939, and the subject was Southern Writers. "By automobile, bus, and train, from far and near, came 325 alumnae and their friends," began Julia Montgomery Street '23, herself a writer, in the July 1939 issue of *Alumnae News*.

The first speaker was Dr. B. B. Kendrick, historian, and head of the history department at the Woman's College. Julia writes:

"In his inimitable and often whimsical way, Dr. Kendrick took us into his confidence and told us about the 'Historical Background of Contemporary Southern Literature.' ... 'We write for means of export, not necessarily what is true of the South, but what our northern neighbors imagine to be true of it,' he said. But perhaps more than all else, he deplored the fact that we do not have standards of criticism of our own in the South which we are willing to accept, but depend upon New York and the North to tell us whether what we write is good; and until such approval is given, we do not know! ...

"Stark Young, dramatic critic and novelist, who was to have spoken ... was unable to be present. Ford Madox Ford, Englishman, foremost among the creators of the modern novel, appeared in his stead. Mr. Ford, ... was delightful, in spite of the fact that he was at a disadvantage due to the explosive propensities of the broadcasting apparatus. ... [He] told fascinating reminiscences of his great contemporaries and friends [Joseph Conrad, Thomas Hardy, Henry James, Rudyard Kipling, and other literary Titans]; commented upon the form, character, and technique of the short story and novel; and offered advice to would-be authors about usage and methods."

On the program came Caroline Gordon, Mrs. Allen Tate in private life, a short story writer and novelist and "one of the valuable recent additions to our college faculty. ... She said, in part: 'A novel may get by with a dud chapter or two, but every sentence in a short story must add to the preconceived and desired effect.'

"Allen Tate, man of many achievements as poet, critic, biographer, and novelist, also a member of the Department of English at the Woman's College, ... spoke of the spirit of restlessness characteristic of the modern writer, the spirit which makes him uncomfortable in any one form of expression, and impels him to try his hand at many forms — short story, novel, poetry. ...

"We are to be excused, I hope, for our excessive pride in having Paul Green [Pulitzer Prizewinning North Carolina playwright] as our closing Seminar speaker. His subject, as announced on the program, was: 'the Drama in the South,' but he disposed of that in one short sentence, saying 'There ain't none,' a statement which, of course is not wholly true. ... He spoke of the purpose and requirements of a writer who seeks to interpret his own region; of the possibilities in the development of out-door drama in North Carolina; and of his hopes for the future of drama in the South. ...

"When Paul was finally allowed to sit down, Miss Byrd [Alumnae Secretary] bade us, 'not good-by, but thank you!' and expressed the hope that we might all be back again at the next seminar."